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EDITORIAL.

THE election that takes place on the 3d of November, for Superintendent of Instruction of the State of Illinois, is one that ought not to be passed over in silence. The interests at stake are too momentous for reticence, and yet THE TEACHER has forbore to speak of the merits of the rival candidates for that position, not from want of an absorbing interest as to the incumbency of the office, but from a hesitancy to engage in any controversy of a political character, but since it is currently reported that THE CHICAGO TEACHER favors the election of Mr. Etter, we desire to set ourselves right on this matter.

No office within the gift of the people of this State has greater claims for a support that shall honor the suffrage of the people, and none should be further removed from the arena of political jugglery than the one that supervises the 20,000 teachers of the State, and through them, affects the best life of the hosts of children that find their way over the threshold of the school houses scattered all over the State. The people can afford to see nothing in this office but the interests of their children, and to that end they can only study the fitness of the incumbent. The whole theory of this matter is that in a State containing so many representative educational men—men who would dignify and ennoble any office, it is fitting that a man that would represent them should be put forward for the position. The claims of a cultured, intelligent and refined teacher to this distinction can no more be ignored than the claims of a representative lawyer to a judgeship, can be set aside. Something more than an *honest* administration of this office is expected—eminent ability is asked for, a power to influence men and shape legislation, and for the interests of the people, has its demand—a character that shall command the respect and confidence of men, and an administration of educational polity, wise, judicious, without fear or favor are matters that cry aloud.

It is because we ask these things of the office that we

give our preference for Mr. Powell, and because we believe that he will labor faithfully, looking jealously towards the things that constitute our educational life, we support him. His long experience as a teacher in the State, his extensive acquaintance, his progressive spirit, his urbanity and gentlemanly bearing, all combine to make him a valuable officer.

ONE OF THE SERIOUS EVILS that have crept into our public schools, and keeps a foothold there, perhaps upon the principle that age demands either reverence or suffering, is the self-reporting system, or the practice of requiring pupils daily to report their deportment. It is painful to witness the want of conscience children are tempted to show when called upon to cast up the per cent. of errors, or demerits they may unconsciously or, with malice prepense, have committed during the current session of school, and to what end? For what purpose is it? To the end that teachers without vigilance or adroitness may put on record the honesty of some pupils to their disadvantage, and the falsehood of others to their gain? The really conscientious pupil is apt to give a report that tells more than the truth, and the pupil with an elastic conscience,—if conscience it can be called—puts on report far less than the truth, thus putting truth at a dishonor, and honoring deceit. But why ask for the record? Will any one pretend to say that the deportment of a school is at all improved thereby? On the contrary, does it not beget a disregard for truth, a disregard for the teacher who presents the temptation to falsify the record before them? Does it not beget a spirit of narrow and inexcusable espionage by the teacher, and a want of proper freedom, a lack of honorable bearing upon the part of the pupils? We have known teachers, and parents too, to press a manly boy who was ashamed of a deed of thoughtlessness, with petty quizzing, until he was forced to deny it. What you cannot see—and it is sometimes wiser not to see even—of questionable deportment in your pupils, do not ask for. If your own personal presence and teaching ability are not sufficient to make pupils, to all intents and purposes, what they ought to be in the school room, consider that the per cent. of discount is chargeable to yourself. In any event, do not ask the pupil to make good your own want of eternal vigilance.

IN THE September and October issue of the *New York State Educational Journal*, referring to an article in the CHICAGO TEACHER, on the authorship of the Sentence Method, occurs the following: "Without giving our opinion in this early stage of the controversy, we will only

say that spelling the place of Mr. Farnham's residence with a p. eighteen times in the September number, is a proof of what Jeremiah Mahony (without an e), the founder of THE TEACHER, said in an early number, that he left his spelling to the devil."

It may be true, as the *Journal* says, that the devil of Jeremiah Mahony, (without an e), has no acquaintance in the inland town of Binghamton, (population "18,000," census of 1870, 12,692), but we suggest that he has been so provokingly near to it, that he has invaded the sanctum of the *Journal* office, for he has left an editorial "*acknowledgment*" of some of the "*excellencies*" (we suppose his Excellency repeated himself) of "*consolidation*," which we notice in "*columns*" of this consolidated number. It is "*noticeable*" how persistently his "Satanic majesty," that plays around the pen of a "western brave," whispers in the ear of this eastern slaughterer of innocents. Our readers are perhaps familiar with the blue pill, but where else than in Fredonia do we hear of a "*pu-pill*?" We condone the "*maliciousness*" of the *Journal*, whose editor has been cast up by the under current of this tea pot ebullition, and can imagine the indignation of Mary Mapes (without an i), Dodge at seeing her name at the mercy of Jeremiah Mahony's (without an e,) devil.

The fact is that Supt. Farnham can lay no exclusive claim to the Sentence Method, for the same was taught more than two years ago in a school of this city, under the direction of the writer, and was employed in several other schools. We held a discussion with Supt. Pickard at that time, as to its excellences, (without an i,) and a test was made of it in the lowest grades of the school. This fact was stated to Mr. Farnham by Mr. Pickard, in our hearing during the month of August last.

The Sentence Method is the fruit of one of those happy thoughts that come by inspiration or by some fortuitous suggestion, and to trace its parentage would be as difficult as to explain the idiosyncrasies of Jeremiah Mahony's (without an e) devil. If it has any birth-place that place is Chicago, which, without credit, has furnished more than one method to more presumptuous places.

A GRAVE MISTAKE too frequently made by teachers, and a trait of character or condition little considered in training schools, is a distrust of themselves, a want of faith in their power to command success, for nothing so surely kills the influence of the teacher or saps his vital energies as the absence of a belief in his own destiny, unless it be an inherent weakness of character. This distrust has its beginning and habitat in a confused conception of the proper thing to be done at the proper time, or in an essential defect or infirmity, and the first duty of every teacher is self-examination to the end that his fitness or unfitness may appear. It is worse than folly to ask how shall I make this boy better, or that boy less troublesome, and expect the problem to be solved for us in any other way than by our own individuality.

It is surprising how often teachers ask these questions of principal or superintendent, and it is amusing to see the face of these last, so written over with "I don't know," or set in blank astonishment that questions so easily asked are with so much hesitation satisfactorily answered. In this regard we cannot answer or determine one for another. Only in a general way can we suggest

that such difficulties can be met and overcome by the individual force of the teacher, by his *personnel*, for that teacher who is the most centered in himself, whose individuality is his inspiration, will usually be the most efficient manager of children. Children unconsciously imitate the example of their elders, and if the teacher be self-contained, prompt, diligent and actuated by a conscientious devotion to duty, it may safely be assumed that his pupils will grow into these habits.

A teacher who has faith in himself is usually master of the situation, and does not need any extraneous helps, that are generally more hurtful than profitable. Pupils quickly feel the magnetic fascination of a self-reliant man in their presence. It is force and poise of character that makes the teacher the most potent in every line of his work, and they who ask how to do, are but proclaiming their unfitness, and the sooner this fact is recognized the better for both teachers and schools. Our reply to all such interrogatories is, cultivate a genuine self-respect, self-reliance, a resolute purpose and a quiet manner.

It is a gratifying indication of progress in the public schools of our country that there have come up through them an educated body of men and women who, by virtue of their intellectual culture and developed character, are competent to offer judicious and impartial criticism upon the failure of these schools, as at present organized and managed, to meet the requirement of a progressive public sentiment. It is a healthy feature in any department of human industry, involving a growth and uplifting of social interests, that it is capable of producing and fostering its own critics, and we confess to no little satisfaction that our public schools have produced sufficient intelligence to be dissatisfied with an educational regime that would have sufficed for a generation of fewer wants and less intellectual inheritance.

The judgment pronounced upon our public instruction in various quarters, is that it is too much concerned in externals, that we are looking too much to methods of securing a higher per-centage of attendance; that we strike heavy blows at tardiness of pupils, and that we lay an exaggerated stress upon the forms of education rather than the substance. These criticisms are passed over to us both by the friends and the foes of our public school system, which the latter would have us think only a failure, stigmatizing it as a "wicked fraud," and representing the children thereof as "doomed to illiteracy," etc. The former not less sparing of its faults of conception and management, seek to project greater things for its future, and to suggest plans and measures by which its highest efficiency may be secured, and from the prominence it has assumed as a matter of public criticism and discussion, there is naturally an increasing interest in the question of making suitable provision for this public instruction.

We give place to one or two of these comments. It is said "that our public school system is strangely unsymmetrical, and calculated to develop a warped and ill-proportioned national mind and character," and this because there are perceived indications that in our school organization there is no respect for the "balance of the faculties" or the natural order for their unfolding. If this be true, and we can not resist the conviction that we are open to the impeachment, not exclusively in our rural sections, but

even to an unpromising degree in our large cities, where we might naturally turn for better things, it becomes imperative that Boards of Education and legislative officers plan and put into operation some scheme of public instruction that shall recognize the conception of the progress of the mind, during education, as in harmony with the conception of mental evolution. Methods must be considered in relation to the law of development of the faculties, as it takes place naturally, for education is only rightly carried on when it aids the process of self-development.

And on this point the *Atlantic Monthly* uses the following language: "The great question of what to teach—the vital question, of course, in planning a scheme of education for the masses, and the one before which all others pale—is but little dwelt upon by those highest in authority over our own, and parents are finding out that after six or seven years spent in the dry and narrow curriculum of the grammar classes, namely, reading, writing, spelling, grammar, arithmetic and geography, the majority of their offspring leave school at fourteen knowing very little of even these few poor studies, and nothing of all the worlds of nature, of humanity, or of skill." "Too much grammar and arithmetic" is rapidly getting to be a popular cry, and there is a growing desire that the natural sciences, at least, shall be introduced into the grammar schools."

On another point, the following from the same source is suggestive. "To us it would seem that a uniform system of State examinations and graded certificates is simply indispensable, unless it is *expected* that many of the schools of a State are to fall below its desired standard. But, after all, as is the pay, so must the work be. There is no vocation that calls for such mental, moral and emotional expenditure as that of the teacher; none which requires a larger, or more thorough training before ease and mastery can be attained in it; yet there is nothing in the pay or position of the *mass* of our teachers to warrant them in bringing any more to it than they do. The drudgery of the profession, only, is freely open to them, not the prizes."

On the subject of legislation for teachers, we quote from the same. "And a Taunton critic most justly remarks, 'There is *too much* legislation for teachers.' This is a far more enlightened spirit than that of the Boston school committee which, two years ago, stigmatized the petition of some of their women teachers against the introduction of a certain text-book as an 'indecorum.' If school committees want slaves for their teachers, they can easily have them, but good slaves can never be good masters. Were the emoluments and dignities of the profession thrown open to all teachers alike, and could the best and most experienced of them be made members of the school committees *ex officio*, there would probably be a marked and rapid rise in the qualifications of the whole class."

WE take pleasure in calling the attention of our readers to the advertisement of Jansen, McClurg & Co., on first page of cover. These gentlemen keep constantly on hand a large and most carefully selected list of books—both domestic and foreign—and are prepared to supply all orders for the latest publications, of which they keep a complete assortment. Teachers will find their store a welcome place of resort, where they will find the courtesy of the firm like gold coin, always at a premium. We have had

an experience of the courtesy of the house, and know whereof we speak. Teachers and managers of libraries are invited to call in person, or communicate by letter for such books as they may want, with the assurance that every demand made upon the house will be honored. They import direct their foreign purchases, and can furnish supplies at the lowest market rates, and with satisfactory promptness. They solicit an examination of their stock.

If you would have your pupils interested and cheerful in *their* work, be interested and cheerful in *yours*. Avoid playing fast and loose in any of your duties, if you would have your pupils cultivate tenacity of purpose. Eschew idleness, and provide both work and entertainment for your pupils, and above all things have faith in yourself, and if you do not then succeed, take your hat from its peg on the wall, and retire from the school room with a graceful acknowledgment that you have mistaken your calling.

In making provisions for public instruction, in legislating upon methods and organization of schools, Boards of Education lose sight of the fact that there is a limit of endurance to teachers, and an amount of work imposed upon them that is simply fearful, as witness a proposition recently offered at a meeting of the Board of Education of this city. There is no kind of labor that so exhausts the vitality of men or women comparable with that of teaching, and the anomalous burdens sometimes put upon them has their parallel only in the Egyptian requirement of making brick without straw. It is not how much a man can do, but how much he can do well, within the limit of preserving his energy, that ought to constitute a large factor in fixing school work. Respect must be had to the limit of endurance, in every phase of human industry, but in none is it more imperative than in the occupation of the teacher. For this reason we regard the shortening of the hours of schools' session, per diem, in many parts of the country, an eminently wise one, and we should regret exceedingly to see a proposition succeed that contemplated a longer session per day than five hours. Besides, the requirement would tell disastrously upon the children. We think it was Lord Lytton who said that no man could habitually study beyond three hours successively a day, and we confidently believe that with our younger children any effort to keep them mentally employed beyond that period would be fruitless.

In short, in our judgment, every scheme of education must have respect both, and equally to the pupils' endurance in study, and the teachers' endurance in imparting instruction.

THE *Fortnightly Review* thinks that every university in England should have a chair of education, an educational lectureship, and an experimental school. It would be the work of such a department to investigate and expound all parts of sciences relating to education, to show the best applications of the true principles of education, to criticize methods and systems, and to provide for exhaustive study of educational science, both practical and theoretical.

OUR readers will please remember that in ordering other journals and magazines through us that we have offered THE CHICAGO TEACHER and *any one* of these periodicals to each subscriber at reduced rates.

CONTRIBUTIONS.

DRAWING IN THE PUBLIC SCHOOLS.

THE DISCIPLINE IT SHOULD AFFORD. — ITS RELATION TO OTHER STUDIES.

Drawing now asks for a conspicuous place in the public schools, not simply to be tolerated; it asks for recognition as one of the most essential factors in the education of every man and every woman. Therefore, it must answer, and answer in the affirmative, if its claims are to be allowed, the two questions which should be put to whatever makes a similar demand:

1. *Will this study discipline the faculties?*
2. *Can what it teaches be directly applied to useful ends?*

The first question is usually first propounded, because in the discipline of the faculties all are alike blessed. Discipline is a universal good; not a thing simply of special, or professional utility. It would be difficult, nay impossible, to mention any kind of labor, even the rudest hand labor, that cannot be better performed with a disciplined mind to direct. Hence the emphasis which educators justly lay upon discipline.

But it is not enough that a given study will discipline the faculties; to entitle it to a place in the public schools it must teach things that can be applied to useful ends. In a word, the study must be both disciplinary and directly useful. The usefulness, however, must not be limited to a few persons; it must have a wide, if not a universal, range. The learning of things which can be of direct use to only a few, should certainly not be made binding upon all. To each of these questions Drawing says yes, with emphasis. In different ways, some of them peculiar to itself, it affords, when rationally taught, an admirable discipline; while in one form or another it is directly useful to almost every person. For large numbers it is even indispensable. This paper will consider only the first question—discipline.

But before this can be done, what is meant by drawing must be, in some way, defined. The term, like mathematics, embraces several things, quite, though not wholly, different from one another. As the study of mathematics is much more than the study of arithmetic, so the study of drawing is much more than the reproduction of flat copies.

This paper will speak of drawing as illustrated by the system prepared by Prof. Walter Smith for use in the public schools of this country. It is the only American system of drawing which claims to be as comprehensive as the best in Europe, which claims to cover the whole ground for both industrial and purely artistic purposes. As this system is being so generally adopted, and as all future instruction in drawing in the public schools of this country will doubtless closely conform to the main features of this system, no matter whose books may be used, it is well to take it as a definition of drawing.

But as the discipline to be got from any study depends very largely upon the manner of teaching, so it is not enough to take only the subject matter covered by Prof. Smith's system of drawing; his methods must also be followed, otherwise the discipline which drawing should give, will not be secured. Sometimes we see a teacher who, by his method, obtains a better discipline for his

pupils from the four fundamental rules of arithmetic, than another obtains from teaching all that belongs to arithmetic. Method has a similar influence in drawing. Let it be remembered, then, by the reader that the discipline and other things here claimed for drawing, can be fully claimed for only one American system, that of Prof. Smith. All others are too deficient in scope, and too monotonous and dogmatic in method.

It will now be well to illustrate the general statement which has been made by an enumeration of particulars.

1. Drawing refines the taste by developing the power of discriminating between that which is beautiful and that which is not. It does this in two ways—through the eye and through the mind. By drawing from beautiful copies and beautiful models and objects, the act of looking intently at these beautiful forms gradually, but surely, refines the taste. Indeed, without such beautiful forms for the learner to draw, the taste cannot be educated. But there must be something more; the laws of beauty must be explained; the learner must be taught why this pleases and why that does not. Although impossible to tell what beauty is, in the last analysis, yet many of its laws can be readily defined. Indeed, they can be so illustrated that even children can be taught, by observance of these laws, to avoid whatever is in grossly bad taste, though they are not equal to their nicer applications. Thus, through seeing and thinking the taste is educated by drawing.

And this taste is a thing of the utmost worth because of its benign influence upon everything one does, because of the delight it affords the possessor, and because of its unlimited commercial value. Refined taste does not necessarily demand costly gratification, since it enables one to enjoy a beautiful object made of cheap material, as of clay; while an unrefined, barbaric taste would demand that the object be made of costly material, as of gold, the art counting for naught. This discipline of taste can be given by no other common school study.

2. It is evident that drawing must develop the perceptive faculties in a high degree, since the first condition of success is the ability to see and to comprehend what is seen. Mere blank gazing is not enough; there must be comprehension, since every line has a meaning of its own, or it should never be drawn. No one questions the value of disciplining the perceptive faculties, and probably no other study will discipline them better than drawing.

3. Perhaps all educators would agree that instruction in language should be conceded the first place in public schools. Hence, whatever tends to make one accurate in the use of language, must, for that reason, be regarded as a thing of value. Now, drawing affords an admirable training in the precise use of words, and in the extraction of the meaning from the printed page. He who has learned how to use a book rightly, possesses in that one thing alone a good education.

But how does drawing train in language? 1. It employs many terms, derived in a large part from geometry, all of which are susceptible of ocular illustration, and so can be made easy of comprehension. The technical meaning of these terms is usually clear cut; but they often have a loose, popular meaning, which the pupil must learn clearly to distinguish from the technical. This trains him in verbal criticism. From the outset, great emphasis must be laid upon a clear knowledge of terms, otherwise there

can be neither an intelligent beginning nor intelligent progress afterwards. Drawing is far from being a mere matter of dexterity in the use of the pencil. 2. The dictation exercise compels the pupil to give the utmost heed to spoken words, since he is required to make an instantaneous interpretation of the words into lines. There is no escape from this. 3. Lastly, when the learner comes to draw with instruments, if he is then required, as he should be in the main, to execute his drawings by following the printed directions, he must inevitably acquire an excellent discipline in the interpretation of printed language, for he cannot take the first step without understanding what the printed words mean. There is no opportunity for the verbal memory to serve him as in nearly everything else. If he does just what the printed directions tell him to do, he will get his drawing right; but if he is heedless, if he goes to work before he understands what he is directed to do, he will fail. Furthermore, he will require no one to tell him in what he has failed; he can see that himself; and he will have simply to proceed and do his work again, following the printed directions with more care.

There is no study in the public schools to be compared with geometrical drawing, when practiced as here described, for training children to precision in the interpretation of printed language. It is easy to see that such discipline must have an exceedingly favorable influence on all other studies.

4. Drawing from the solid form models and objects, according to free-hand perspective, and mechanical drawing that deals with the three dimensions, both train the pupil to "see in space," as it is technically termed. In the first case, the pupil must learn to make a mental picture of the parts of the solid which cannot be seen, giving to each invisible line its proper position and direction, otherwise the visible lines whose positions and directions are dependent upon the lines which are invisible, cannot be properly drawn. In the second case, as working-drawings are not pictorial representations of the objects to be made, the pupil must learn to form a vivid mental image, by the aid of the arbitrary lines, of the objects required. In either case the imagination, so far as it has to do with form, receives an excellent discipline, which is of great service in many ways. No other common school study affords such training.

5. By giving marked attention, as should be done in the earlier stages of drawing, to the production of original designs for decorative and constructive purposes, the imagination is developed in a healthy and pleasing manner. The invention is kept constantly on the alert for new and beautiful combinations of lines and forms—not mere chance combinations, but such as are made in accordance with the fixed principles of design. Original design bears the same relation to drawing that original composition bears to the study of language.

6. By reproducing, without a copy, forms previously drawn, the memory receives important discipline. It acquires the ability to recall not only the particular forms, which should mainly be historical and classic, that it has been exercised upon, but all forms whatever. It will be seen at once that this ability to remember form, is a valuable acquisition.

7. Other particulars might be mentioned, but these are

enough to show the great disciplinary value of drawing. As one result of this discipline the pupil will more readily master all his other studies. His ability to judge of proportion and to remember form, his skill of hand acquired in free-hand drawing, will enable him to recognize and remember words more readily in reading and spelling, to write with greater ease and grace, to perform his exercises in written arithmetic in a more becoming manner, and to draw his geographical maps with increased facility and precision. Finally, that general power, which comes from a judicious and liberalizing breadth of culture, will show itself in the augmented ease with which the pupil will master any practical study. Thus it is safe to say that the disciplinary influence of drawing, when it is properly taught, will save the pupil in his other studies all the time that Prof. Smith asks for, even when his full course is taken—about two hours each week.

—C. B. Stetson.

ARE THEY PRACTICAL?

He who thoughtfully and thoroughly studies the various operations of the common schools of our country, conducted under the most auspicious circumstances, cannot fail to conclude from his observations, that in some most important particulars the education acquired by the young in nearly all public institutions of learning, is sadly deficient. To those engaged in what are termed the practical affairs of life, the greatest deficiency of our schools is a want of practicality. Could pupils leave the schools furnished with that quickness and aptness in dealing with men and material things which the most successful men and women of the world have ever manifested, and which seem so generally recognized as the main elements of power, the chief end of scholastic education would, to many, seem entirely accomplished.

The demand for a large increase in the practical value of early schooling is, in some respects, reasonable, and in other respects equally absurd. The transformation of boyhood and girlhood, with their lack of caution, prudence, foresight, coolness, and common sense, into manhood and womanhood with their practical wisdom, is a work not achievable by any or all the influence which can be exerted through the very limited period of school life. The experience of many years is necessary to impart those qualities and powers to mind which the most experienced themselves so strangely look for in the graduates of our schools. The time is coming, every day brings it nearer, when what is called practical education will characterize the schools much more than now. The adoption of the principle and methods of the true kindergarten in the infantile stage of education is preparing the way, slowly but surely, for the accomplishment of practical results hitherto but very partially realized. The earnest and energetic efforts of countries whose prosperity chiefly or largely depends upon success in the industrial and mechanic arts to make scholastic education more practical, are greatly enlarging our views of teaching, and leading to a more practical kind of mental development in all schools subject to the influence of the progressive spirit of the times.

That the views of many who condemn our schools in consequence of what seems to them their practical inefficiency are extremely narrow and erroneous no one of broad intelligence can, for a moment, doubt. There seems to be

a general tendency on the part of those who have had little or no instrumentality in directing and fostering the development of mind, to perceive no utility in those forms of school activity which do not immediately redound to the pecuniary advantage of those exercised therein. Thus, it is not uncommon for men of great experience in practical affairs to assert, that children acquire no valuable mental power through their connection with schools because, having studied arithmetic through primary and grammar grades, they are unable to solve promptly and accurately all the complicated problems presented in the exceedingly diversified business of life. Those, too, who have spent a considerable portion of their school days in the study of elementary science and cannot, immediately quitting their pupilage, wrest from nature the secret of rapidly accumulating wealth in consequence of an imperfect understanding of her laws are too frequently thought to have wasted the best years of life, and to have laid the foundation of idle and inefficient habits which must eventuate in useless, unsuccessful efforts. Those, again, who wrought industriously and successfully in fields of linguistic and literary labor find no approval, no appreciation among men wholly out of sympathy with what they are pleased to term a purely theoretical education. Even instruction in drawing which, in this age of manufacturing industry, cannot justly be regarded otherwise than eminently practical, is denounced as entirely ornamental, not only unfitted to promote to the temporal and material interests of those who pursue the art, but as wholly opposed to success in the so-called practical pursuits of life. In the estimation of many, their number constantly diminishes, the only kind of education worthy to be called practical is far removed from the education obtained in the public schools. Such partially practical people pronounce the work shop, the farm, the foundry, the factory, the mill, the counting and sales room, the only places where a truly useful education can be obtained by the young.

No one questions the practicalness of the education obtained by boys and girls in those places of active and productive industry, so essential to well-being and progress of society. It may, however, always and justly be claimed by the friends of public schools that the practical education of industrial and commercial places would be far more efficient if preceded by the disciplinary training which an approved system of public instruction is able to provide. An erroneous conception respecting the real purpose of common school education is somewhat prevalent. It is not, perhaps, strange that multitudes, engaged unceasingly in the various active pursuits of the world, through their habits of thought and action, believe that the public school can never reach perfection until there issue from its doors at the completion of its prescribed course of instruction thoroughly trained, completely equipped, in head and hand at least, and in all conceivable respects eminently practical carpenters, masons, blacksmiths, accountants and salesmen. Now, while it might be difficult for the imagination to form a more inadequate conception of the true object of the common school, the error may not be wholly devoid of usefulness if it only incites in teachers a spirit of earnest inquiry respecting the true mission of the institutions whose purposes and achievements so largely depend upon their conception.

As those who are or have been teachers, mold the

forms and determine the ends of public instruction in all States in which common schools exist, it is clearly one of a teacher's first duties to know, as perfectly as possible, what boys and girls are to do when men and women, to know the instrument through whose agency, as members of society, this appropriate work must be accomplished, and to know equally well the preparatory culture to which it should be subjected that it may satisfy the demands which the future will justly make. All kinds of activity, creative, constructive or distributive, which constitute the business of life must, in time, be performed by those who are, or ought to be, in the public schools; but there can scarcely be a doubt that the belief or the assertion based on this fact, that the appropriate business of the schools is the immediate production of artists and artisans, merchants and manufacturers, is erroneous in the highest degree.

However diversified man's pursuits may be, all are devised and carried on under the direction of the same agent. The same mind, differing only in the mode and direction of its activity, accomplishes the multifarious results of human labor. Intelligent people no longer doubt that the chief purpose of schools for the young is to aid the development of the child's mental faculties, and to assist in the acquirement of such a command or mastery of those faculties as will lead to a mode of mental action in harmony with the highest and noblest aspirations of adult life, in complete accordance with the gratification of all reasonable desires of the individual, and the perfect well-being of society. While it is impossible in the present condition of things for the public schools to prepare the multitudes of children which throng them for a special vocation in life, their efficiency in so developing the intellectual and moral powers of the young as to enable them to pursue successfully any avocation that may be chosen, should not be under-estimated.

It seems almost impossible not merely to over-estimate, but to adequately appreciate the immense importance of being able to control and direct the varied activity of the mind. Were our public schools to do nothing more than to confer upon those subject to their influence such a complete mastery of themselves as would enable them to control their mental action as a rider controls and directs the animal he drives, their claim to the most practical usefulness could not be justly questioned. What, indeed, constitutes the chief difference between savage and civilized men, between barbarous and enlightened society, but ability in the one case and complete inability in the other to rightly control and properly direct the ever active energies of the mind? What chiefly distinguishes the irrepressible street Arabs of the city from the orderly, well-behaved, respectful and self-respecting boys of corresponding years in the best common schools? The most superficial analysis of the characters presented by these two types of boyhood shows most conclusively the powerful influence exerted, by enabling even the young to control their lower and baser impulses to the control of a disciplined will.

It is well known that many positions in professional life are usefully and honorably filled by men and women who have received only a common school education, and in their early life manifested no special aptitude for the performance of duties which they now discharge with

peculiar advantage to themselves and to society. Perhaps no better illustration of the practical value of public school training can be adduced than which may be observed in the pecuniary thrift that almost always characterizes those who receive their early, if not their only, pedagogic training in the common school. Compare their self-denying habits of industry and frugality—habits involving self-mastery in the highest degree—with the idleness or prodigality, equally characteristic, of those whose wills are entirely subservient to their appetites and passions, a consequence immediately resulting from a lack of self-control whose foundation might and, doubtless, would have been securely laid in the public school. Whence come the numberless violations of law by which the peace of individuals and of society is so frequently and so profoundly disturbed? These, it may be said, are the direct results of intemperance and other vicious practices for which public schools can afford no remedy. What signify intemperance and other vices but the lack of self-mastery, the acquisition of which the disciplinary and educatory influences of the public schools would have greatly aided.

He who attentively considers the immense extent to which mental and bodily unsoundness prevails, even in the most intelligent communities, must inevitably conclude that the great individual and social losses which these states involve result not so much from man's ignorance of the true conditions of mental and physical health as from the lack of a self-mastery which would enable him to shape his life in accordance with his knowledge. The frequent outbreaks of fiery minds which so fearfully disturb and often upheave the foundations of national, as well as domestic peace, must be largely attributed to the same cause. The almost exclusive application of many to the pursuit of pleasure, and the repugnance to useful labor which such a habit begets, cannot reasonably be supposed to result from inability to form correct conceptions of duty. The devotee of pleasure, in his serious moments, readily admits his obligations to use his powers for the accomplishment of purposes useful to others as well as himself, but he lacks the self-mastery from which alone comes the continued application essential to the production of useful results.

If it be true that the remarkable success of the German forces in the recent Franco-German war was, in a great measure due to the general diffusion of knowledge among the Prussian soldiers, who cannot readily perceive the immense benefit which a nation derives from an excellent system of common schools? If education, and the self-mastery resulting from education determine the fate of battles, have not our public schools an inestimable practical value, though they do not directly teach "hands to war, and fingers to fight?" Is not the practical usefulness of public schools of infinite importance, though they do not immediately furnish men to build our ships, railroads and telegraphs; to construct our dwellings, stores and factories; to invent our steam engines, cotton and woollen machinery, agricultural implements, and sewing machines? What is the testimony of the multitudes of useful inventions, conceived only in states possessing an enlightened system of public schools? Does not the fact, that in our own country man's inventive faculties have been most active in States which have established and fostered a system of common

schools, go far to prove the practical efficiency of such institutions? That a general diffusion of knowledge is not only conducive to the rapid progress of invention, but absolutely essential to it, the history of the nations of the world abundantly proves.

Is there any evidence within the school itself of the growth of the self-mastery to which so much importance has been attached in what has hitherto been said? He who has an intimate knowledge of the public as it was, and is, cannot fail to promptly and emphatically answer in the affirmative. A protracted acquaintance with the schools of the city, in which the writer is still a worker, enables him to compare with accuracy, and with the most satisfactory results, the mental characteristics of its present throngs of pupils, with those of their somewhat remote and less numerous predecessors. Perhaps nothing but an uninterrupted observation of the schools for a series of years can enable the present observer to appreciate the progressive changes which all along have been apparent. Improved methods of teaching, more interesting modes of conducting of recitations, more rational and self-disciplinary methods of government, teachers more earnestly striving to be what they would have their pupils become, constitute some of the more observable indications of progress. But there has been progress of another kind resulting from these improvements, less perceptible, perhaps, to the casual observer, but most remarkable to him whose observation has extended through a considerable portion of time. The increase in the power of self-command on the part of children who are regular attendants at the public schools, must be regarded, in view of its future importance, as one of the most satisfactory proofs of their practical usefulness. Doubtless it would be easy to point to instances of rudeness, lawlessness and insubordination; but they are only occasional and exceptional. That the public schools of a great city, containing more than thirty thousand pupils, are conducted without the infliction of physical punishment, or the adoption of any objectionable substitute for it, and with only now and then the suspension of a pupil for intolerable misconduct, is, at least, surprising. What more reliable and conclusive evidence that children are daily acquiring the invaluable power of self-mastery, through the agency of the public schools can be demanded by those who are wont to deny the practical usefulness of such institutions?

Nothing can be clearer than the truth that the well-being of this and of all other countries, the progress of reform here and elsewhere, the quality of the civilization that distinguishes one State or people from another, the practically useful or practically useless condition of the arts and sciences, the military force and vigor which secures a State from foreign aggression and interference, the general diffusion of intelligence and morality which prevents internal strife, preserves inviolable the rights of property, and guarantees the perfect freedom of reason and judgment, immeasurably depend upon the quality and universality of the educations furnished through the instrumentality of public schools.

—E. C. Delano.

Sir Thomas Fowell Buxton says: "The great difference between men, between the great and insignificant, is energy, invincible determination, an honest purpose once fixed, and then death or victory."

EXPRESSION IN MUSIC.

A performer is said to play with *expression*, when he carefully observes the various modifications of *Dynamic* power, and in addition to these, "*when he imparts to the composition a particular charm arising from the impulse of his own feelings.*"

It has been said by another, that "*expression is that quality in a composition which appeals to our feelings, and constitutes one of the first of musical requisites.*"

These quotations are full of suggestions, and give us clear conceptions of this important subject. In a careful analysis of these propositions, we shall find that the subject of *expression* contains four important elements; the *Melodic*, the *Rhythmic*, the *Dynamic* and the *Emotional*.

The melodic element naturally presents itself first for consideration, because it is, perhaps, the simplest, and appeals to the lowest order of musical appreciation. A simple melody sung or played correctly produces agreeable sensations, and, though it may be performed without any emotion, conveys to the mind certain distinct ideas.

Every melody contains a certain amount of *melodic* power which depends largely upon the ability of the composer. The popular melody is so framed that if the correct pitches are produced, it pleases. This class of music appeals particularly to those who are only partially cultivated, musically, and exerts very little influence in any other sphere. We mean those who are pleased by the *sound* of the voice or musical instrument, and cannot appreciate the *form* of the composition, nor any of its many excellences. This element of *expression*, (the simple reproduction of the pitches indicated by the author,) though important, we conceive to be that which contains the least of that power which appeals to our feelings. The *rhythmic* element contains that very important property called *accentuation*. By this means the "rhythmic flow" is determined, and the mind set in corresponding motion. In our recognition of this element, we nod the head, and move the body to the *tempo* of the music.

Accent gives form, and lends a new charm to the melody, and creates in the mind a degree of enjoyment that would be sensibly diminished in the absence of their "rhythmic pulsations." If the melody is well accented, the sentiment becomes more apparent, and our interest in the performance correspondingly enhanced. This element is indispensable to the proper rendition of music, whether popular or classic; and yet, accentuations may be of a mechanical nature which will not touch the feelings in any eminent degree.

The *dynamic* element brings us nearer the true, *emotional* power of music. In the delicate *piano* we are enabled to breathe, softly, the tender emotions that fill the heart. The exultant passion finds utterance in the vigorous *fortissimo*. In the gradual *crescendo* our feelings are excited, and are calmed by the soothing *diminuendo*. Even this element of *expression* may deteriorate, become lifeless, and fail to express any emotion whatever. Nothing can be more distressing to the cultivated ear, than a piano passage performed in a drawling style. What more harrowing than a *forte* passage rendered with harsh, screaming voices.

We will endeavor, briefly, to consider the *emotional* element of *expression*. We are conscious that this element

cannot be described very definitely, and the power contained in it must be felt to be appreciated.

"Emotion means feeling," and no amount of theorizing will impart this element to any who would fain possess it. Success is vouchsafed to him alone who enters into, or acts his part, with his heart on fire with his subject. He must be perfectly familiar with the *technique* of his song *before* attempting to infuse it with the *emotional* power. All the pitches of the voice may be produced, the rhythm expressed, and the dynamic marks observed strictly, and still no feeling exhibited in the performance. Such a rendition would be the "form without the spirit." "However beautiful a piece may be, if those who perform it have not caught the spirit which exists therein, the true effect will not be produced."

What, then, is essential in a musical performance that the proper *expression* may be given? As we have hinted, we must be *perfectly familiar* with the *technique* of the music. The melody must be impressed on the mind, so that it may, for the time, be a spontaneous utterance. We must not be satisfied merely with a knowledge of the pitches, but endeavor to comprehend the idea of the author, which he has portrayed in his *tone-picture*. Study well the *rhythmic* element, and then unite them.

Before attempting to give the full *expression* to the composition, the sentiment of the words should be discussed, and fully appreciated.

"The singer's mind should always rather be on the *sentiment* he is uttering, than on the *execution*."

He should *feel* for the time all he is expressing, and *be* all he represents; and all the secrets of *musical expression* will remain unlocked to the singer whose heart is strange to the joy or sorrow he sings."

—E. E. Whittemore.

DEPARTMENTAL INSTRUCTION.

II.

Teachers are naturally conservative. The old ideas and methods in which we were trained cling to us with scarcely a modification. All of us taught by a single teacher during our earlier years, and many of us influenced by a single mind during our youth, we have scarcely thought there could be any other way of educating children and youth than to give a single person the entire guidance of their minds. And when our attention has been called to some other place, we have given it only a passing glance, or if more than that, objections have at once arisen to any change, or we have feared that some proposed method would not work as well as the old. The objections to departmental instruction noted in the October number of *THE TEACHER*, are those commonly urged against its use in schools below the high school, and we endeavored to make them as strong as the experience of any one would warrant. If we can successfully answer them, it is hoped that a few principals will be induced to break away from the old methods and try the new, as far as their work will permit.

1st. Rigid adherence to a programme. There can be no doubt that for some recitations an hour is better than a half hour. If so, then the programme should indicate an hour, or as long a time as can be given. Whatever time is set apart for any study, should be devoted to that study,

and no more; for if the division of time as shown in the programme be not strictly followed, the whole work of the school-room becomes uncertain to both teacher and pupils. And uncertainty in the school room is the signal for all kinds of demoralization. Whereas, if the division of time be carefully observed, the minds of teacher and pupils are estimated to finish and grasp the work of the hour; the teacher learns conciseness and expedition, and the pupils attention and quick apprehension. If the time of any recitation can be extended, the minds of the pupils will not be aroused to such activity, and what would be gained in time would be lost in intensity. There must be certainty and activity in every school room, or there will be no satisfactory progress. Rigid adherence to a programme is therefore an advantage rather than a detriment. The same is true of regular study hours.

2nd. Pupils would be worked to death, or would do the work assigned by one teacher and neglect that given by another. If the time for the mastery of a book be determined upon, then each day would require only a certain portion of it, which would not be greater than could be done well with safety to the pupil, and without neglect of any other study. If one branch be neglected, after due precaution, it will be caused by the inefficiency of the teacher of that branch. The objection is an admission that pupils will be more attentive and industrious under the proposed regime than under the present method, for they have not now sufficient interest or incentive to make them work themselves to death. If the departmental method will make pupils more industrious, then it is the very plan we wish to adopt.

3rd. Disorder. It is well known that industrious pupils are orderly and obedient. It is conceded, as shown, that they would become more industrious under the proposed plan; hence, they would be as orderly at least as now. But pupils need not change rooms for recitation in schools of considerable size, the teachers can teach their respective subjects in the different rooms, and thus avoid all confusion.

4th. Pupils are not prepared for departmental work. But they seem to do well under it as soon as they reach the high school; they will do equally well, therefore, immediately previous to their admission to the high school, for no definite time can be fixed as the transition period. In the same way, it can be shown that pupils are as well prepared for departmental instruction in any of the grammar grades as in the high school. Again; if pupils need to be held by the force of one will till they leave the grammar school, much more will they need to be similarly held after years of such subjection. Habits so long practiced do not yield instantly. It is evident, therefore, that pupils are as well prepared for departmental instruction in the grammar as in the high school.

5th. Loss of personal influence. Nothing should be permitted in a school that does not strengthen the teacher. Whatever weakens a teacher's influence, detracts from the value of his labor. If the proposed method should cause a loss in individual influence, then whatever might be its value in other respects, it would be wholly inadmissible. But we contend that it will not only not cause such loss, but actually increase a teacher's influence. If we can establish this point, then whatever may be the disadvantages of the plan, it should be adopted.

The elements of personal power are consciousness of rectitude, an ardent desire to do the right, an active sympathy with all effort to improve, and both tact and intelligence enough to win and direct the sympathies and efforts of the child. It is well known that children instinctively read a teacher the first day of his appearance, and shape their conduct accordingly. Their minds and hearts are open or closed to his influence at once, and the longer he has supervision of the same pupils, the better or worse they become. If his influence is positive for good, the greater the time it is exerted over the same pupils, the more established will they become in noble principles. It is desirable, therefore, to extend such influence over as great a period of time as possible. Under the class method, a teacher can retain the same pupils but a few months at most; under the departmental, he may retain them for years. "But," it will be said, "under the former method a teacher will have entire control of his pupils during the time they are with him, while under the latter, only partial control of them, and hence impressions will be deeper under the former. We will admit that if a teacher could be faultless in every respect, it would be better to give him the entire management of his pupils; but as such is not the case, as pupils often see their teachers in very embarrassing situations, much of the esteem and reverence which favorable conditions beget, is dispelled. Whereas, if teachers should perform only their best work for and in the presence of pupils, their respect for them would constantly increase. They would seldom, if ever, have occasion to pity their teachers, and would therefore keep themselves in a more receptive condition. Other things being equal, teachers are respected in proportion to the value of their work. Hence, the same teachers would receive greater esteem under the departmental than under the class method; and since they would continue a much greater time with the same pupils, their influence would be both greater and more abiding. We believe, therefore, that the personal influence of teachers would be increased by a change from the old to the new method.

—I. S. Baker.

A VACATION EPISODE.

Every laborer in the field pedagogical has the feeling come over him sometime in his career, that he was born for greater things than are apparent in his every day work. In moods of enthusiasm, or in hours of quiet reverie he gets glimpses of glorious visions and revels in marvelous accomplishments. The fairy scenes and airy castles which fertile imagination with unsparing hand supplies to the child, have a counterpart in the hopes and aspirations which sometimes enter the busy brain of the pedagogue. Alas that they are so often a counterpart, too, in their realization!

There is no hallucination that haunts the pedagogue with greater persistency than that he may, in some indefinite and vague way, add largely to the meagre share of "filthy lucre" that falls to his lot as a visible recompense for his toil. Happy is the man who has spent any considerable portion of his life in teaching, that has not been beguiled into some enterprise of magnificent promise, in which the savings of years are quickly evaporated, to return again by mystic paths to the great ocean whence they so laboriously came! Who cannot, among the peda-

gogues of his acquaintance, select many a conspicuous illustration of whom it may be said, thou art the man!

My peculiar weakness in this connection, is an ambition to glean golden harvests in the much cultivated, but nevertheless, inviting field of journalism. During the trying days that followed the Great Fire, I had obtained a precarious, but very welcome, subsistence for some weeks by work upon the *Evening Post* of this city, and had thereby become possessed of such experience as led me to long for more extended flights in the empyrean of the journalistic firmament. A strong feeling of this kind came over me near the close of the last school year. I reasoned myself into much of the pedagogical enthusiasm upon the subject; for is not the press a great teacher, and all the intelligent world its pupils? Has not the treatment of the teachers of this city by its press, on several occasions been such as would have been impossible if the truth had been known and spoken? Would not the telling of some honest truths by the great journals of Chicago, concerning the accomplishments and state of the schools, do great good, both by reaching a multitude of unprejudiced readers, and by making a record for the journals themselves that they could not consistently and honorably contradict? And, withal, would I not be accomplishing the command of my necessity, which said, Put money in thy purse? What a glorious prospect for the long vacation! I had already submitted some "matter" to the *Tribune*, which was flatteringly accepted, and very liberally paid for. I made no question with myself but that I could enter at once upon journalistic labor as soon as the "annual report" for the year was completed.

It is true that in my less enthusiastic moods grave doubts suggested themselves. I remembered some previous disappointments. I once learned that my *forte* was not public speaking. Once, during the reading of an anonymous "composition" of which I was the unfortunate author, a classmate asked me, with honest disgust, if I saw anything funny about that thing? Upon the occasion of my putting "The Pedagogue in Print," one of my teachers asked another if she didn't think the performance was "rather logy?" JERE. MAHONEY intimated to me that certain "Thoughts for Teachers," which had been contributed to the *TEACHER* about a year ago, had a great run in Pennsylvania, but that the Pennsylvanians were exceedingly old foggyish. On another occasion the same gentleman, in a frank moment, told me that my "articles" would be appreciated by those who *had time to study out their points*. I had such training, therefore, that a single disappointment, however severe, would not unnerve me. Accordingly I was not utterly cast down when THEO. RUNNION, of the *Tribune*, intimated in reply to my application for a position during vacation on that journal, that though he would examine any "matter" that I might prepare, and pay for what he used, my influence and services were not of such superlative importance but that the paper could be run without me, and, in short, my services as an assistant were not needed and would not be retained. Similarly, Mr. WILLARD, of the *Post and Mail*, intimated that instead of adding to his force at that particular season he contemplated discharging a couple of men "Monday." A friend in whom I had taken some interest was seeking a position on the *Times* and was doing occasional, but infrequent work for that journal,

and was waiting for a "vacancy," so that I did not apply for a place on it. A similar reason kept me from the *Inter-Ocean*.

By the time a week or so had been spent in learning these things my ardor had cooled somewhat. Miss BUCHANAN, then of the *Times*, suggested a "season of retirement," and attempt to evolve from "inner-consciousness" some matter that might be "submitted." I resolved to follow the advice. That resolution was adhered to inflexibly. I declined sundry affectionate—polite—reproachful hints to bring home some paint—to drive nails here and there—to take the baby out riding—to do a thousand little household duties, "as a man should"—in short, acquired a bad reputation among the ladies in my neighborhood for thrift and "handiness." I feel that one, or two, or three, pronounced me a "brute." More than this, I resisted and refused an offer from the man who makes "patent insides" for country newspapers, to *solicit advertisements on commission*. I became a serious man, and moved among men as one having a mission. I determined to write an educational article for the *Sunday Times*. I had no special admiration for the tone and character of that sheet, nor had I any very strong conviction that I was capable of producing anything that would be printed in its columns. But I really didn't like the idea of Mr. RUNNION's refusing to employ me on the *Tribune*. My vanity was hurt and I resolved to "submit" my article to the *Times*. Besides, there must necessarily be many thoughtful and unprejudiced readers of that journal whom I could interest and instruct, and bring to look favorably and kindly upon the work in which teachers are engaged and upon all concerned in that noble and difficult work.

The article was prepared for the issue of July 19, 1874. I had all the qualms of the diffident author, and did not go to the office until the last moment at which the manuscript could be received. I had a sort of half chivalric desire (I now forbear to name or characterize the other half) to secure admission for my lucubration on its merits, and thus avoided Miss BUCHANAN and Mr. RUSSELL, former co-laborers on the *Post*, but then employed on the *Times*, and who had ever been more than friendly to me, and called upon the city editor, Mr. NORTHROP. I told him that I had written an article which I desired to submit to some one in the *Times* office, with a view to publication in the Sunday issue. Mr. NORTHROP intimated that he would read the manuscript and pass upon the question of its acceptance. I, knowing the horror that every right-principled newspaper man has for the genus bore, immediately left the office.

I have already said that I felt no great confidence in my ability to achieve a style that would suit the conductors of the *Times*. Perhaps this feeling lessened the anxiety of suspense, and led me to await my fate with more than orthodox equanimity. However that may be, I had the satisfaction of learning at the breakfast table Sunday morning, that the "Public School in Chicago" was accepted and published, and the further satisfaction to know that the article embodied honest sentiments fairly expressed, and contained many elements of explanation, answer and refutation of previous press attacks. Moreover, the paper published the matter as its own, asserted its statements, and "fathered" its theories and comments.

The publication did not abate my enthusiasm. I prepared a longer article for the next issue of the *Sunday Times*, in which, in amplification of the same subject, I pursued the same general plan. I brought it to the office in the same way, left it on the same conditions, and was pleased to find "CHICAGO'S SCHOOLS" occupying a prominent position on Sunday morning. Could I be blamed for feeling, that, in view of the sentiments of that article, likewise fully "fathered" by the *Times*, the world moves?

But aside from the enthusiasm of loyalty to one's profession generated by such thoughts, there was a minor world in which for those two weeks my imagination reveled. Here was I, during the unprofitable hours of the long vacation, writing articles of two or three columns per week which were accepted by a great newspaper. How the frugal allowance which I had allotted to these unproductive months would be swelled by the proceeds of this labor! The folks at home alternated between a feeling of pride that "papa" wrote such or such an article, and a feeling of hope that perhaps he would be able to hire some one to do "that painting and the other little chores." The *Times* was rich. The *Times* was generous. The *Times* expended, so it said, vast sums in procuring the matter which it published. There was no doubt in my mind but that I was a fortunate man, and could resort to literary labor of this kind when the exigencies of pleasure, duty, or procuring subsistence demanded it.

Meanwhile, I heard nothing about compensation. My natural caution, which is not very small, suggested that perhaps it would be as well to have an understanding on the subject with my friend, the city editor. Accordingly I called at the office early the week following the appearance of my last effort, for the purpose of ascertaining the probable demand for an article which I meditated writing on the water supply of the city. I learned that "a very good article might be written on that subject," and moreover, listened to some quite confidential things which Mr. NORTHRUP was pleased to say of my previous work. I thought this an excellent opportunity to broach the subject nearest my thoughts, and casually inquired in the most innocent way imaginable, if the *Times* ever paid people anything who wrote for it. "Never, unless there is a previous understanding to that effect." I uttered an undecided but sorrowful *ahem!* and politely withdrew. Alas! what a wreck of all the golden castles I had builded! I was again a serious man.

Nevertheless I wrote my Water Supply article, for the next issue; for I had learned incidentally that my previous article had crowded out an abstract of the Report of Public Works, and, according to the well-established *Times'* practice of ignoring all matter of that sort upon which it had been "scooped," the readers of that paper had been by me deprived of all official information upon the important subject in question. Meanwhile, there is no use in denying that I was grievously disappointed. I could not contemplate unmoved the dissolution of the *mirage* with which I had been infatuated. So I wrote a note to Mr. NORTHRUP stating my disappointment. I intimated that I was not so much of an amateur in journalism as to regard the honor of publication in the *Times* as a sufficient compensation for the work I had done. I intimated that my previous experience with other journals, notably the *Tribune*, where I had sub-

mitted "matter" in precisely the same way, had led me to expect different treatment from the *Times*. I ventured to remark that he had published the articles as his own, that I had obtained no credit for them directly or indirectly, and that he had been good enough to say some very kind things of them to me, that they had been carefully, laboriously and conscientiously written, and so used, and that I thought they ought to be paid for; and I closed by inquiring for his thought on the same subject. I followed the letter by bringing the new article to the office.

I had congratulated myself on the tone and points of my note. I thought that perhaps I had been a little too severe, and really feared that I would make the man feel very bad, a result that I very much deprecated, for I had been treated with uniform and exceeding courtesy. He intimated that he had received my note, had thought over the matter and thought that I did wrong in submitting the articles to him without telling him they were for sale—that he would certainly never have used them with the understanding that they were to be paid for—that he received and rejected multitudes, innumerable, of just such articles every day—and—well, in short, he made me feel that I was not much better than a mere mercenary wretch to think of pay for such work. Moreover, he intimated that he did not want the article on "Water Supply" if it was to be paid for. I said he might keep it with the others, meekly pleaded ignorance of the world's and the *Times'* ways, bade a long farewell to the *Times'* office, and have not heard from my loved "Water Supply" article since. I do not think the *Times* is going to publish it.

Thus inscribed on old Father Time's ponderous scroll is this episode of my vacation. There can be no doubt but that it dealt cruelly with my vanity. My household duties were unperformed. I made a contribution to the mountain of "Rejected Addresses," that had been growing from time immemorial. I learned that I was but one of the common herd of impecunious and obtrusive scribblers that persecute every editor. But there is in it all one obvious compensation. There is at least one editor whose organization is so sensitive, and whose feelings are so philanthropic, and whose disposition to encourage literary labor is so great, that out of his generous and patronizing nature he will publish three column articles, assuming the responsibility of their sentiments and authorship, thereby excluding other valuable matter, providing always that there is no "previous understanding that they are to be paid for."

POUNDING vs. PREACHING.

Among the many wise saws of our forefathers which the supreme wisdom of the present generation has proved fallacies, is the trite proverb that "the stream cannot rise higher than the fountain." The author of "Pounding as a Means of Grace," a reply to a paragraph of ours in the September number, objects to the use of physical restraint upon wrong-doers, and would quote from the Sermon on the Mount, to the foot-pad who demands his purse, and the assassin who seeks his life. He would open the doors of our bridewells and the cells of our prisons, and declaim homilies on the superiority of virtue to vice, and the

blessedness of forgiveness, to the murderous men confined in our penitentiaries.

No such sickly sentimentality was displayed by the Divine author of Christianity, when he overturned the tables of the money changers and of them that sold doves, and drove them, scourged, from the temple. We might have supposed that a discourse upon the sacrilege of making a house of prayer a den of thieves would have been more appropriate to the occasion, and more consonant with the spirit of the Sermon on the Mount. No doubt our friend, W. W., would have risen to a loftier height than the holy indignation of the Divine Master, and would have remonstrated with him upon the impetuosity of his attack and the severity of his blows! But that that scourging was the appropriate, the desirable, the necessary, the only thing to be done, the mildest step that the nature of the case permitted, is evident from its infliction.

It seems not to have entered into the mind of W. W. that pounding might have for its object something different from the object of the Sermon on the Mount. The first law of our nature, self-preservation, sometimes demands that we should do some vigorous pounding. The man who permits himself to be maltreated by one physically his inferior, is justly deemed a coward or a fool, and receives the contempt or the pity of his friends. Why should not the boy be instructed to conduct himself as he will be expected to do when he shall have become a man? We cling to the belief—call it by whatever hard name you please—that a boy might do worse than learn to employ his muscle in self-defense; that scientific training in the art of pounding might be of more use to him than much of the trash which his teacher now endeavors to pound into his unwilling skull. W. W. claims that doctrine such as this would increase the amount of quarreling among our pupils, our experience is quite the contrary; and W. W. knows well that a "bully" is a coward. A bold front often has its advantages. The conviction of the certainty of a warm reception has quieted many a ruffian.

When the alternative is presented of eating or being eaten; of pounding or of being pounded; of maintaining one's rights or of submitting to injustice; of gratifying the noblest instincts of our nature by exerting one's manly strength in the defense of injured innocence, or of witnessing wrong with closed lips and trembling limbs, like a base poltroon, no Christian gentleman can hesitate.

We believe the community has to be educated in this direction. When a gentleman, upon just provocation, uses his cane on a ruffian, he is commended by all men, except, perhaps, by those who profess a higher style of Christianity than that of Christ himself. But when, in default of cane, the same gentleman gives the same ruffian, under the same circumstances, a pounding with nature's weapons, he is thought by some to have disgraced himself. For our part, we can see no difference. The use of fists is just as commendable as the use of the cane; and both may be equally necessary, justifiable and gentlemanly.

We have an aversion which amounts to loathing for such as John Morrissey, Bill Allen, the Benicia Boy, and all the vile creatures who give them support by attending or publishing their exploits. Any instruction calculated to lead to such exhibitions is to be condemned. But the

ability and willingness to pound well in a good cause, are to be commended by all lovers of the race.

The ancients worshiped brute force; the moderns adore intellect. But the coming man will be able, with a clear conscience, to deal ponderous blows with both muscle and brain.

W. W. professes ignorance of the meaning of the adjectives "wishy-washy" and "namby-pamby." If he will consult his Webster's Unabridged, or his Worcester, if he prefers it, he will find that they describe the poor, effeminate, milk-and-waterish, jejune, good-for-nothing, puling, sickly, trashy, sentimentalism which is crammed into so many of our boys, and which his own article advocates.

—B.

PHYSIOLOGY AS A STUDY IN THE SCHOOLS.

Human Physiology, as a study, is a part of science which offers to the student wide fields of observation, diversified and full of interest.

The study of nature in its broad relations and its beautiful and extensive analogies should be made very prominent in our systems of education.

It is the application of the principles of abstract science to the forms, and, especially, the *living* forms of nature about us that gives interest to these principles and makes us understand and appreciate them.

In youth the book of nature is too often a sealed book. Sometimes the very process of education in the school room shuts the pupil from its study.

Mere drill in spelling, reading, grammar, etc., may leave the child in total ignorance of the beautiful flowers or majestic trees just outside the school-room.

Educated persons, as often termed, do not always know the process by which a plant or tree grows, and other phenomena of nature, attractive and instructive to a child if rightly presented, may be entirely unknown and unsought.

Mere technicalities and classification should not therefore be too prominent. Botany, for instance, *might* be made the driest of studies.

All agree that the child should be made a naturalist in the largest sense of the word, at home, at school, and everywhere.

The tendency of his training should be to make him an observer and admirer of the common things about him.

Making the study of nature prominent, what more interesting and important branch can we teach than Human Physiology?

Here, it is our own frames we study—and a more curious collection of mechanisms, or more interesting and wonderful series of processes, can nowhere be found, than in the human body. Again, we have all an interest in learning how to keep our own functions in a condition of health, and hygiene must be based on the laws of Physiology.

The contemplation, too, of so perfect and diversified a series of mechanisms as are presented in man, naturally suggest reflections ennobling to the mind.

If those branches ordinarily pursued with such assiduity should be considered subsidiary to making him an observer of nature, what better study than this, showing the growth of organized and unorganized substances; the distinction between animals and plants; man in his relation to the

kingdoms of nature, and his peculiar structure in the study of the framework or skeleton.

The composition, characteristics, uses, classes, as to form; number, place and names of the bones; the variety of joints and ligaments, afford a most useful, instructive and interesting part of such education.

The character, function, attachment and arrangement of the muscles; the organs and processes of digestion; uses and kinds of food; the anatomy and physiology of the organs of circulation, with the kinds of blood in the various veins and arteries, and the changes wrought in its course of circulation; the study of the organs of respiration; the necessity of a constant supply of air and oxygen by way of the lungs. The formation and repair of the system; the relation of activity of body to decay. The apparatus of voice, of seeing, hearing, etc., all afford variety of information adapted to the capacity and disposition of the young, and, finally, after considering the construction of the machinery of the human system and the uses of which the mind makes of it in the inquiry of the conditions on which depend the full development of this complicated machinery and its daily repairs, we learn from Physiology what circumstances favor the due performance, and what interfere with the functions of the different organs. The hygiene of respiration, of digestion, circulation and the senses most intimately concerns us every day of life. Or, if we look more thoroughly into the connection which the nervous system establishes between the mind and the body, and observe some of the higher and more intimate phenomena which result from it, we find opportunity for study which may extend far beyond the school room.

Doubtless sufficient space has been taken up by this showing of arguments, for what all must agree is of sufficient importance to assert its place in every school of excellence in the State.

MORE TEACHING AND LESS TEXT BOOK.

Why not *talk* more in the school room? It is *practice* that is needed to make one an expert in the use of good English. You may study the French and German languages for a decade in an English school and not acquire facility in their use, simply because they are not the *spoken* language. We learn to use a language chiefly by hearing it spoken. In fact it is the ear which aids the pupil almost as much as the eye, in learning what is in the text-book. How much better a pupil understands a lesson after having heard it recited once, especially after having recited it himself! Particularly in English grammar it matters not how successfully your pupils commit their lessons to memory, unless they *practice* speaking and writing, their study will not avail them outside of the recitation room. We ought to talk more—to give talking lessons. A knowledge of the English language and literature should be acquired chiefly by means of *conversazione*. Teachers of English should be particular to set a good example in conversation, and then criticise their pupils in their use of the language. If the teacher speaks incorrectly, his pupils will fall into his errors, even though their daily lessons may be corrections. People *will* speak as they hear others speak. Besides, if a teacher gets nothing out of his pupils in class except what is strictly recitation,

he doesn't learn how to deal with their various minds and temperaments. He discovers no originality. *He doesn't know his pupils.* But let the class understand that they are to *talk* with their teacher, and both teacher and pupil will soon come to know each other and respect each other as the mere formal recitation will never enable them to do. The school life should not be so unlike the home life. There should be a more friendly and familiar atmosphere surrounding the school, in order to secure an earnest and enthusiastic study on the part of the pupils. For illustration: One day, on meeting a class in Latin grammar, I took a new and unexpected course in conducting the recitation. As usual, the class were sent to the blackboard, but the strange and formal style of their teacher in assigning them work to do, failed to catch the sympathy of the class, and, although it gave them work to perform directly from the book, yet they replied that they "did not know what I meant," and, when called on for oral recitation, completely failed till I adapted my words and my ways to their customary mode of thinking and receiving instruction—until I made myself more *familiar*.

There is no need of being so confined to the text-book, or even to the lesson assigned, if chance suggests a different topic which is worthy of consideration. It is the teacher's business to teach, not to hear recitations. If his class are in the habit of learning their lessons, and the topic for the day is a narrow one, he has the advantage of the hour for doing so much extra teaching. A judicious teacher can, by rightly shaping his conversation, lead a class along until vastly more information is acquired and more thought awakened than the text-book alone could possibly have suggested to the pupil. In fact, what the pupil learns from his teacher should be far more than what he finds in his text-book, so that the text-book should be looked upon more as containing a series of topics as an outline for the teacher to follow in giving his instruction.

How do they do in Prussia? Certain subjects are prescribed by the Government as necessary to be taught (not certain text-books) and the time to be devoted to each branch is also prescribed; then the instructor becomes an instructor in fact, and teaches just what is necessary and not "a great mass of useless details which book-makers have seen fit to print in text-books." Too many of our American teachers are serving better the authors and publishers of our school books than they are their pupils.

They prepare the pupil for an examination in the text-book, and to accomplish this, their only work seems to be to give out lessons and hear recitations. O for a better trained teaching force! Let's crowd on the normal school interest, and get teachers who can *talk* and *teach* without having a book to shape their sentences and direct their thoughts—teachers with original, native talent, and a genius for *imparting instruction*, instead of asking text-book questions.

—W.

MILWAUKEE, WIS.

SUPT. HARRIS, of St. Louis says:—"My observations had led me to endorse the statement of Richter—'to insure modesty I would advise the education of the sexes together; for two boys will preserve twelve girls, or two girls twelve boys, amidst winks, jokes, and improprieties, merely by that instinctive sense which is the forerunner of natural modesty. But I will guarantee nothing in a school where girls are alone together, and still less where boys are.'"

NOTES.

PRINCIPALS' ASSOCIATION.

[For this report of the proceedings of the Principals' Association we are indebted to the courtesy of James Hannan, Esq., Secretary of the Association.—Ed.]

The October meeting of this Association was held at Normal Hall, Saturday morning, October 10th, 1874.

The Superintendent announced the beginning of Mr. Pierce's travels among the schools in the interest of drawing, and requested that programmes be so far modified that Mr. Pierce's entire time in each school might be devoted to his specialty in the various rooms. The attention of principals was called to the impropriety of permitting children to attend school whose residence was outside the district boundary. A request of Mr. Henkle that the attention of teachers be called to a proposed periodical under his charge was alluded to and favorable mention made of the same.

Mr. Heywood, of the Executive Committee, on the part of that committee, presented the resignation of the entire committee, which was accepted. On motion the committee was enlarged to five members, and Messrs. Bright, Baker and Boomer, and Misses Sayward and Dougal were chosen such committee.

In answer to a question by Mr. Stowell, the Superintendent stated that it was not best to lessen the time allotted to the subject of drawing this term. The propriety of relaxing the severity of tenth grade examinations or of transferring it to those of the ninth grade, in view of the probable union of these grades was suggested. It was also stated that the purchase of outline maps as helps to the study of geography, as contemplated by the new Course, had been ordered by the Board of Education, and that until the board had agreed upon some atlas, as also contemplated by that Course, pupils might use the maps found in the old text books already in possession of most of them.

The report of the Committee on Numbers, laid over from the previous meeting, was then considered and adopted by the Association substantially as published.

The remainder of the session was occupied by the President of the Board of Education in explanation, elaboration and defense of a recent circular issued by that officer, calling the attention of principals to sections eighty-six and ninety, of the Rules of the Board of Education.

EDUCATIONAL INTELLIGENCE.

—PROF. W. R. HAIG succeeds Prof. J. V. Thomas at North Dixon, Prof. Thomas having resigned at the close of last school year to engage in more lucrative business.

—"VACATION SCHOOLS" have been established during the summer months in Providence, Rhode Island, in which sewing, singing and drawing are taught.

—A FREE Kindergarten has been put into experimental operation in the city of Boston, and sewing has been made a part of the course in the girls' schools of that city.

—THE introduction of Hooker's Child Book of Nature into the schools of the East is reported as helping the work of reform in school instruction—more natural science East—less, West.

—THE Chicago Board of Education has abolished the office of First Assistant in the public schools of this city—and legislated botany out of all the schools below the High and Normal schools.

—The *National Normal*, next month, will be merged in the *National Teacher*, edited and published by our esteemed friend, E. E. White, Columbus, O. We heartily commend the *Teacher* to all teachers who desire to have a readable journal, and we congratulate the editor upon his enlarged boundaries.

—THE faculty of Yale college were amazed the other morning at finding the statue of President Pierson arrayed in the airy costume of a red flannel shirt, with a demoralized silk hat on its head and a cotton umbrella in its hand.

—JOHN ANDERSON, of New York, founder of the school of natural history, on Penikese Island, has written to Garibaldi, enclosing a draft in his favor on Rothschild for 5,000 francs, with the announcement that he had made provision for securing to him a like sum annually during his life.

—THE New York Journal recalls the facts that there are 221,000 school teachers in this country, and 14,000,000 children of school age who come, or ought to come, under their tuition. This averages one teacher to about 66 scholars. To support our schools we spend \$95,000,000 annually, or about \$6.50 for each child.

—THE trustees of the Peabody Educational Fund held their annual meeting in New York recently. Among other business of importance transacted by the Board, it pronounced unanimously and emphatically against the policy of attempting to establish mixed schools at the South by compulsory legislation.

—MRS. ADELAIDE F. POTTER, of Bloomington, Ill., has been tendered the nomination by the State Central Committee of the Prohibition party, for the office of State Superintendent of Public Instruction for the State of Illinois, which she accepts. The Committee represent her as in every way most highly qualified and worthy for this most important post.

—THE next meeting of the Illinois State Teachers' Association will be held in the city of Chicago, beginning Dec. 29, 1874. The Board of Education has voted \$50 to defray the expenses of a hall for the use of the Association. From the well known energy and intelligence of the Executive Committee, we are warranted in expecting a programme of exercises that shall be entertaining and profitable. Let us have a rousing meeting, friends, one that shall honor both the profession and the State.

—WE notice with pleasure the establishment of a new Kindergarten school in this city on the corner of Cottage Grove avenue and Woodland Park. It is under the general charge of Miss S. E. Eddy, an accomplished lady, while the special control is given to Mrs. John Ogden, of Columbus, Ohio, a teacher of large experience and rare qualifications in this special field.

We heartily welcome the enterprise and trust it may prove an incentive for public provision for this grade of instruction.

J. H. FREEMAN, Principal of Polo (Ill.) Public Schools, upon the occasion of his retirement from that position, was tendered a handsome compliment by the citizens of that place, at a meeting held in the City Hall, Oct. 16th. The call, through the press, was signed by the President of the Board of Education, Mayor of the city, Vice President of the Literary Society, and Secretary of Polo Library Association; and resolutions of regret at his departure, of their indebtedness to his efficient and well directed labors in the schools and the Literary society, and Library association, of both of which he was president, were passed by a rising vote.

Mr. Freeman goes to Denver, Colorado, to engage in school work. The good wishes of THE CHICAGO TEACHER go with him.

THE TEACHER'S DESK.

MOTLEY'S JOHN OF BARNEVELD. The Life and Death of John of Barneveld, Advocate of Holland. With a view of the Primary Cause and Movements of "The Thirty Years' War." By John Lothrop Motley, D. C. L. Author of "The Rise of the Dutch Republic." "History of the United Netherlands," etc. With Illustrations. 2 vol. 8vo. cloth, \$7.00. New York: Harper Brothers. For sale by Jansen, McClurg & Co., Chicago.

No histories have ever been received with more favor than these by Mr. Motley, and none are more worthy the recognition of literary men. His Dutch Republic flashed upon the reading world in a blaze of genius, and there was no less delight than gratitude to the man, who, by a master stroke of the pen, had rescued the history of this little lowland corner of Europe. This last work is a continuation of the Dutch Republic and Netherlands, and an introduction to that of the Thirty Years' War, and it is not too much to say, that for evidence of patient research, faithfulness to history, for brilliance and felicity of style, it is second to no other work ever written. Fiction has no happier claim than is to be found in the elegance of diction that prevails throughout all his writings. This last work preserves the same happy style, the same graceful groupings of fact and fancy that so eminently distinguished his former works.

His analysis of the age, the people, the brilliant advocate, John of Barneveld, and the first warrior of the age, Maurice of Orange, their joint labors for the establishment of permanent government within the dykes that hedged them in, their fatal disruption, are all distinguished for vigor of thought and brilliancy of expression, for careful study, and for an unsurpassed conception of the spirit of the people of these Netherlands. Himself a citizen of a Republic, he could comprehend and sympathize with this liberty loving people, yet his bias is always faithful to truth and justice. Mr. Motley never tires his reader and notwithstanding the difficulties that attended the unearthing of his material, his history is as smooth and as accurately jointed as a piece of Roman masonry, and one knows not which most to admire, the unflagging toil that searched those old musty archives and deciphered the almost illegible lines, one by one, or the genius that inspired what seems to us the very poetry of diction.

COMPLETE ARITHMETIC, THEORETICAL AND PRACTICAL. By William G. Peck, LL. D. New York and Chicago: A. S. Barnes & Co.

This book, the third of a series, is arranged upon a common plan with the Manual of Arithmetic by the same author, the definitions and rules alike being essentially, but differing widely in grade and scope. The criticism we feel called upon to make is, that for a *complete* arithmetic there is not enough of it, the discussions are too meagre, the definitions and rules too didactic and test examples do not sufficiently abound. We like the book, however, for the evidence of lucid and concise treatment, that, within his limits, the author gives to the several subjects discussed. There is no rubbish about it, no waste of material. The treatment assumes conclusions regardless of any analytical process—which we do not like. No treatise on Arithmetic that ignores inductive reasoning is of much moment for pupils. Children do, as they must, reach conclusions by methods of gradation, from the established to the unknown. Notwithstanding, the book will be found valuable and suggestive both to teachers and students.

THE ATLANTIC for November is an admirable number. In fiction we have Mr. Howell's new novel, *A FOREGONE CONCLUSION*, XIII-XV; Mr. H. James Jr's *EUGENE PICKERING*, and Miss Guernsey's *MISS GEORGINE'S HUSBAND*. In Personal Sketches, Robert Dale Owen's *HOW I CAME TO STUDY SPIRITUAL PHENOMENA*; Mark Twain's *A TRUE STORY*; Mr. Eggleston's *A REBEL'S RECOLLECTIONS*, VI; Dr. O. W. Holmes' *SKETCH OF PROFESSOR JEFFRIES WYMAN*; Mr. Stoddard's *BEHIND THE SCENES*. Philosophy—Mr. John Fiske's *ATHENIAN AND AMERICAN LIFE*. Poetry—Mr. Whittier's *VESTA*, Mrs. Thaxter's *REMONSTRANCE*; Mr. Rich's *STILE TENANTED*, and other poems.

Criticism—Mr. Howell's article on *MR. PARKMAN'S HISTORIES*, and reviews of American and French publications—with interesting papers on Art (Montpensier Collection) and Education. The editorial on Education will repay perusal. We commend it to School Boards.

AFTER NOV. 1st, EVERY SATURDAY, a weekly periodical of considerable merit, established by Jas. R. Osgood & Co., will live only in the *Living Age*. This union was met, for they have occupied essentially the same ground, many articles from foreign sources appearing simultaneously in both. The *Living Age* needs no recommendation of ours. It is one of those publications that has an assured reputation, and has long occupied a field, that by virtue of seniority and peculiar excellence it had a right to call its own, and the reading public will hail with satisfaction any arrangement looking to the perpetuity and prosperity of this peerless magazine. The back volumes would alone form a complete library of literature, for there is scarcely a department of human thought that has not been represented in their pages. It is always fresh, thoughtful, full of the choicest product of the best brain. \$8.00 per annum.

THE GALAXY for November offers the following superb table of contents:—*LEAH: A Woman of Fashion*. By Mrs. Abbie Edwards. *MY CAPTIVE*. Louise Chandler Moulton; Dean Stanley and the English Established Church by Justin McCarthy; Salmon Fishing in Canada; Rhyme and Reason, by J. Brander Mattheus; *FROM THE GRAVE OF PLATO*, by Wm. Keeny Willis; *A WHEEL THAT STARTS ITSELF AND NEVER STOPS*, by J. F. McKay; *THE ACORN*, by F. W. B.; *WITH ACID AND NEEDLE*, by George Lowell Austin; *TOLERABLY SCIENTIFIC*, by F. A. Harris; *COUNSEL*; *IN THE SOUTH*, by Mrs. S. M. B. Platt; *THE FOUNDINGS OF PARIS*, by Albur Rhodes, and other attractive articles. The Scientific Miscellany is peculiarly full and instructive, a department in which *The Galaxy* excels. There is the Current Literature and Nebulae, an interesting department by the editor.

ST. NICHOLAS for November offers a greater variety than usual. Among the stories there is the opening of *TCHUMPIN*, a stirring Russian tale, by C. A. Stephen; *TROTTY*, a story by Miss E. S. Phelps; *A HALF-DOZEN YOUNG RASCALS*, a story of Bunker Hill; *THE HIDDEN TREASURE*, a tale of pirate life in Florida, by S. W. C. Benjamin; and a great variety of other stories. Then there are practical articles, such as *THE TRANSIT OF VENUS*, *VENUS OF MILO*, and others. This number is more than usually interesting and attractive, the illustrations deserving special commendation. It would be difficult to name a more fascinating magazine for the young.

THE November-December "International Review" will be published October 25th, and will contain several vastly important articles practically treated by thoroughly informed writers—some of which are: "The Domestic Commerce of the United States," by Hon. S. Shellabarger, of Ohio. "Our Iron Resources and Manufactures," by Prof. Newberry, of Columbia College. "International Communication by Language," by Phillip Gilbert Hamerton, of London, England. "Tyndall," by Dr. McCosh—Postponed to January, 1875. It will also contain others very interesting and useful. To be had of all newsdealers, or by mail at \$1.00, or by subscription at \$5.00 per year. A. S. Barnes & Co., Publishers, New York and Boston.

THE POPULAR SCIENCE MONTHLY for November contains the following table of contents: *Natural History of the Oyster*, by Rev. Samuel Lockwood, Ph.D. (illustrated); *Herbert Spencer and the Doctrine of Evolution*; *Human Locomotion* (illustrated); *Educated to Death*; *The Respiration of Plants*, by Emile Alglave; *Facial Anomalies*, by Dr. Karl Muller; *The Confession of a Reformed Smoker*, by Francis Gerry Fairfield; *Woman Suffrage as Affecting the Family*, by J. E. Cairnes; *Joseph Priestley*, by T. H. Huxley, LL.D., F.R.S.; *Sketch of Professor Hæckel*; *Editor's Table*; *Literary Notices*; *Miscellany*; *Notes*.

HARPER'S BAZAR.—An illustrated supplement, containing the continuation of the charming fairy story, *THE LITTLE LAME PRINCE*, by the author of "John Halifax, Gentleman," will be issued gratuitously with the next number of the Bazar, Nov. 14th, 1874. \$4.00, postage prepaid.

SCHWEIRFURTH'S HEART OF AFRICA. *The Heart of Africa; or, Three Years' Travels and Adventures in the Unexplored Regions of the Centre of Africa.* From 1868 to 1871. By Dr. Georg Schweirfurth. Translated by ELLEN E. FREWER. With an introduction by Winwood Reade. Illustrated by about 130 wood cuts from drawings made by the author, and two maps. 2 vols. 8vo. Cloth. \$8.00. New York: Harper Brothers. For sale by Jansen, McClurg & Co., Chicago.

Except Sir Samuel Baker, Dr. Schweirfurth is the only person who ever succeeded in reaching Central Africa from the north, and the results of his geographical and scientific explorations we have in these two volumes. As an explorer, Dr. Schweirfurth ranks with Livingstone, Speke, Baker, and others, and as a naturalist was far superior to any of them. Educated in the schools of Heidelberg and Berlin, an eminent botanist, at an early age fired with a desire to prosecute researches in his favorite science in this unknown region, and with a previous experience in travel, coasting the Red Sea through to Egypt and Abyssinia, in 1868 he is found embarking for a journey up the Nile.

The records of his explorations have all the freshness of a narrative, as he makes us acquainted not only with the fauna and flora of this remarkable quarter of the globe, but introduces us to the habits, customs and home life of the native population. His explorations extended south of the equator and authoritatively fixes the existence of a race of dwarfs in the heart of this mystical continent.

The volumes are beautifully bound in cloth, richly illustrated, printed in clear, bold type, and form a most valuable addition to the records of explorations in this remote region.

KRUSI'S GRADED SYSTEM OF DRAWING; in three parts: Part I. Synthetic Series, Primary books; Part II., Analytic Series, Intermediate, 6 books; Part III., Perspective Series, Grammar School, 4 books; Part IV., Geometric and Shading Series, High School in Press. In addition to the Graded Course, there will be special courses embracing Mechanical, Architectural and Industrial Drawing. New York: D. Appleton & Co.

This system of drawing has already become very popular among the teachers of the country. We have examined it with much pleasure, and certainly no more attractive books have yet been published. They commend themselves at once to popular favor, and are well worthy a public recognition. The author has long been a distinguished Art director both in this country and England, and both by experience and art culture, is abundantly qualified to bring out a system of drawing that could meet the demands of the public.

The plan of instruction as contemplated by this series begins with the construction of straight lines and their combination with figures that are more or less familiar to the observation of children, and proceeds by regular gradation to more complex forms, of straight and curved lines. Light and shade are left for the higher grades of pupils, who are supposed to be adepts in simpler combinations. The series is very complete and is well adapted for giving an admirable practice in this beautiful branch of study.

OUTLINES OF THE WORLD'S HISTORY, ANCIENT, MEDIEVAL, AND MODERN, with special reference to the history of civilization and the progress of mankind. By William Swinton. New York and Chicago: Ivison, Blakeman, Taylor & Co., 1874.

In this volume of about 500 pages Prof. Swinton, favorably known in several lines of school literature, attempts to convey to the mind of the pupil an outline of the history of the world. Of course it must be only an outline; nothing more can be expected in so small a compass. And yet, by the omission of most of what the ordinary school histories contain, *viz.*: chronological tables and minute details of unimportant events, the attempt, we think, has been eminently successful. The book is so readable as to be positively attractive. Salient points are seized, and so presented as to impress themselves upon the mind; well-defined pictures of people, facts, conditions, are drawn;

the *philosophy* of history is not forgotten; the great steps in the advance of civilization are portrayed, with their causes and results.

Notwithstanding, the work is necessarily brief, the narrative is well preserved, and space is found for considerable interesting matter which one hardly expects to find in so small a book. For instance, the account by Tacitus of the persecution of the Christians by Nero, is quoted entire from the *Annals*; the account of the civil strife which preceded the establishment of the throne of Augustus is remarkably full and clear; the origin and workings of the Feudal System are made so plain, that no child of ten years need fail to comprehend them, etc.

The Analytic Synopsis for Review are well prepared; the maps and illustrations are unusually good; in short, the work is *the best* outlines of history of its size with which we are acquainted, and its size is sufficient for the purposes of the school room.

See advertisement on another page.

OUR WORLD. A Second Series of Lessons on Geography. By Mary L. Hall. Boston: Ginn Brothers.

A wiser than us has said, "Of making many books there is no end," and might have added, The making of good books is limited.

The author of the book whose title is the above, has taken a "new departure" in writing a text book on this exceedingly interesting, but much abused branch of study, and, in our judgment, has offered the public a book that certainly has no superior. It puts in the back ground the tedious lists of names and statistics, and has made the subject full of living interest, in bringing to the front the whole range of life upon the globe. And this, we say, is the starting point. Our life is in daily contact with the products of distant countries, and to learn their geographical distribution, their direction and modes of transit, is the most certain means of contributing to an intelligent geographical knowledge. As history is known best by studying the representative men, so geography is the most readily accessible through its plant, animal and human life, and this method prevails throughout the entire work. The summaries of the different countries, the suggestions for map drawing, both with and without the use of parallels and meridians, are valuable features. The mechanical execution of the book, the maps and illustrations, are noteworthy and in an eminent degree are artistic.

We especially commend this work to those teachers who wish to get out of the ruts, and just now teachers in the Chicago schools will find it a suggestive help in teaching their classes the new syllabus of geography.

THE November number of Lippincott's Magazine contains a delightful variety of papers. A brief, but decidedly rich and spicy installment of Mr. Strahan's "New Hyperion" is given, with some charming illustrations. An article by Prof. Emmette, entitled, "Where our Brownstone Fronts Come From," gives an admirable sketch of the origin, present condition, and manner of working of the Portland Brownstone Quarries of Connecticut, and is handsomely illustrated. The November installment of Mr. Black's "Three Feathers" is very choice and captivating. The paper on "The Genius of Conservatism," by the late Lord Lytton, is a fine expression of the author's well-known clearness and force of diction, and manifests a true insight into the relationship of the conservative and democratic forces in the various phases of our Anglo-Saxon civilization. The present installment of "Malcolm," by George Macdonald, like the rest of the story, is so utterly unlike the ordinary novels or serials of the day,—so entirely Scotch and straightforward,—that it possesses an interest altogether its own. The other articles are charming and instructive, and preserve the excellence of this racy magazine.

HARPER'S WEEKLY continues to maintain its high standard of excellence. It is most ably edited, superbly illustrated, and is a representative journal of all questions of social import. It always shows a progressive spirit in matters political and educational, and is devoted not less to science and art. It is, in the best sense, a readable journal.